

Nicholson, M. Out-of-School Radio-Listening Interests of Senior High School Pupils

1948

FOR REFERENCE

Do Not Take From This Room

OUT-OF-SCHOOL RADIO-LISTENING
INTERESTS OF SENIOR HIGH SCHOOL PUPILS

Margaret Nicholson

BOSTON UNIVERSITY
SCHOOL OF EDUCATION *Ed.*

LIBRARY

Thesis
Nicholson, M.
1948

The Gift of Margaret Nicholson.....

RECD

FOR REFERENCE

Do Not Take From This Room

Stored

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

c.1

Thesis

OUT-OF-SCHOOL RADIO-LISTENING
INTERESTS OF SENIOR HIGH SCHOOL PUPILS

Submitted by

Margaret Nicholson
(B.S. in Education, Boston University, 1935)

In partial fulfillment of requirements for the
degree of Master of Education

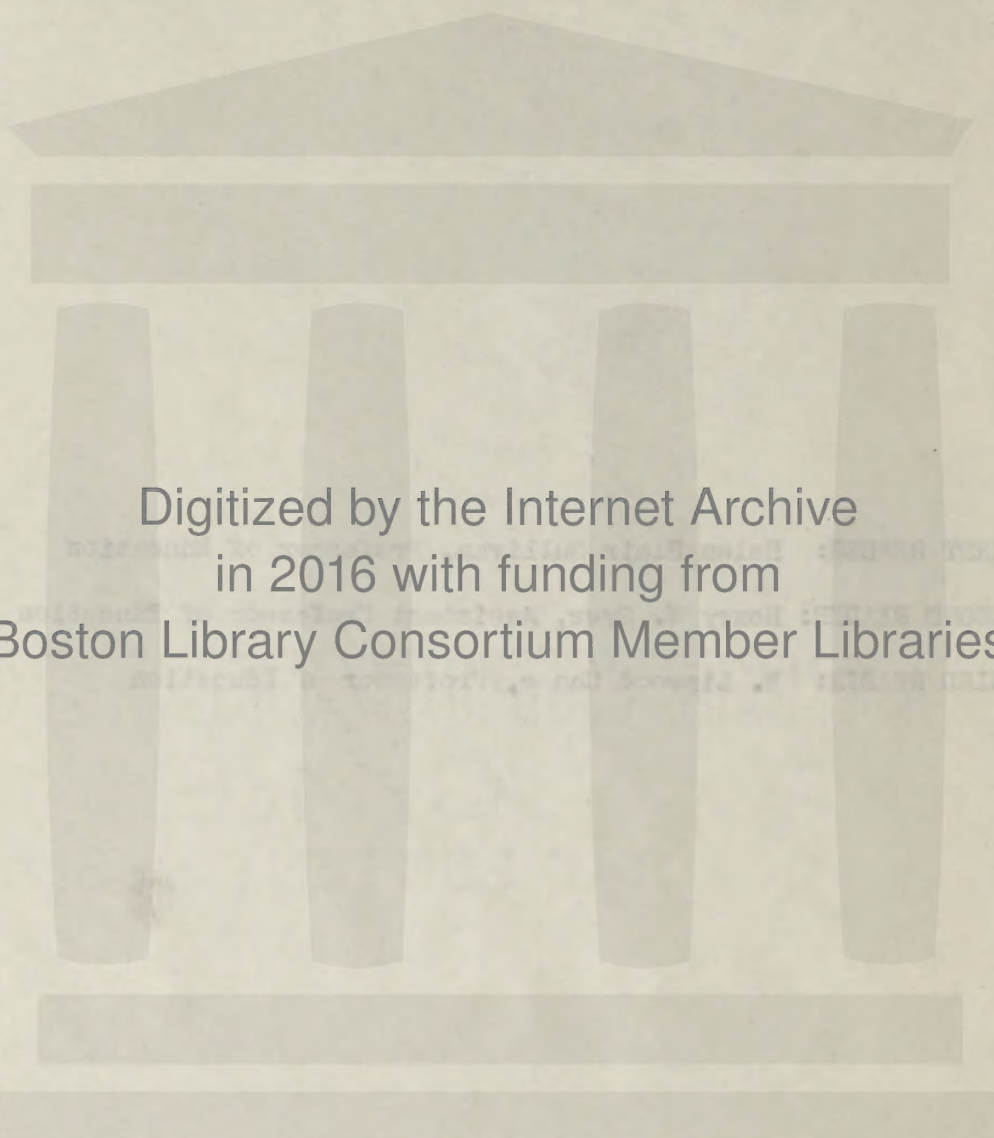
1948

School of Education
Gift of M. Nicholson,
August 17, 1948
29882

FIRST READER: Helen Blair Sullivan, Professor of Education

SECOND READER: Henry W. Syer, Assistant Professor of Education

THIRD READER: W. Linwood Chase, Professor of Education



Digitized by the Internet Archive
in 2016 with funding from
Boston Library Consortium Member Libraries

<https://archive.org/details/outofschoolradio00nich>

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
	Statement of the Problem	1
	Acknowledgement	
	Justification of the Problem	1
	To the administrators, teachers, and pupils who made this study possible, I am indeed grateful. To my adviser, Dr. Helen Blair Sullivan, I wish to express my sincere thanks and appreciation for professional and personal inspiration.	10
	Program Preferences	17
III.	PROCEDURE	20
	Summary of the Method	23
	Gathering the Data	24
	The Kinds of Data Available	27
IV.	ANALYSIS OF DATA	31
	Findings on Radio-Listening Habits	32
	Radio in the Homes of Pupils	34
	Ownership of Radios	35
	Frequency of Listening	38
	Listening Occupations	39
	Activities Pupils Engage in While Listening	40
	Radio Stations to Which Pupils Listen	42

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	1
Justification of the Problem	1
Scope of the Problem	7
II. RESEARCH	9
Preview of Research.	9
Results of Research.	10
Amount of Listening.	10
Program Preferences.	17
III. PROCEDURE.	23
Summary of the Method.	23
Gathering the Data	24
The Kinds of Data Available.	28
IV. ANALYSIS OF DATA	31
Findings on Radio Listening Habits	32
Radios in the Homes of Pupils.	32
Ownership of Radios.	32
Frequency of Listening	33
Listening Companions	34
Activities Pupils Engage in While	
Listening.	35
Radio Stations to Which Pupils Listen.	38

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	1
Justification of the Problem	1
Scope of the Problem	7
II. RESEARCH	8
Preview of Research	8
Results of Research	10
Amount of Listening	10
Program Preferences	17
III. PROCEDURE	23
Summary of the Method	23
Gathering the Data	24
The Kinds of Data Available	28
IV. ANALYSIS OF DATA	31
Findings on Radio Listening Habits	32
Radios in the Homes of Pupils	32
Ownership of Radios	32
Frequency of Listening	33
Listening Companions	34
Activities Pupils Engage in While Listening	35
Radio Stations to Which Pupils Listen	38

CHAPTER	PAGE
Periods of the Day When Pupils Listen. . .	39
Amount of Time Pupils Spend during the	
School Week Listening to the Radio . . .	40
Program Preferences.	41
Source of News Preferred by Pupils . . .	41
Specific Program Preferences	42
Reasons for Liking Specific Programs . . .	48
Least-Liked Features of Favorite	
Programs	50
The Check List	51
Response to Program Suggestions.	57
Suggested Programs to Which Pupils	
Have Listened.	58
V. SUMMARY AND FINDINGS	61
The Findings from the Survey of Out-of-	
School Radio Listening	61
VI. LIMITATIONS OF THE STUDY	65
Suggestions for Further Research	66
BIBLIOGRAPHY	68
APPENDIX	75
EACH SCHOOL DAY FOR BOYS AND GIRLS.	40
MEAN NUMBER OF RADIO-LISTENING HOURS PER	
SCHOOL DAY AND PER SCHOOL WEEK FOR BOYS	
AND GIRLS	41

39	Periods of the Day When Pupils Listen . . .
40	Amount of Time Pupils Spend during the School Week Listening to the Radio . . .
41	Program Preferences
41	Source of News Preferred by Pupils . . .
42	Specific Program Preferences
48	Reasons for Liking Specific Programs . . .
50	Least-Liked Features of Favorite Programs
51	The Check List
57	Response to Program Suggestions
58	Suggested Programs to Which Pupils Have Listened
61	V. SUMMARY AND FINDINGS
61	The Findings from the Survey of Out-of- School Radio Listening
66	VI. LIMITATIONS OF THE STUDY
66	Suggestions for Further Research
68	BIBLIOGRAPHY
75	APPENDIX

LIST OF TABLES

TABLE	PAGE
1. THE SCHOOL POPULATION	31
2. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WITH RADIOS IN THEIR HOMES.	32
3. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO OWN RADIOS.	33
4. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN REGULARLY, FREQUENTLY, OCCASIONALLY, OR NOT AT ALL	33
5. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN WITH THEIR FAMILIES, FRIENDS, AND ALONE	34
6. ACTIVITIES BOYS AND GIRLS ENGAGE IN WHILE LISTENING	36
7. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN TO CERTAIN RADIO STATIONS.	38
8. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN AT CERTAIN PERIODS OF THE DAY.	39
9. MEAN NUMBER OF RADIO-LISTENING HOURS IN EACH SCHOOL DAY FOR BOYS AND GIRLS.	40
10. MEAN NUMBER OF RADIO-LISTENING HOURS PER SCHOOL DAY AND PER SCHOOL WEEK FOR BOYS AND GIRLS	41

TABLE	PAGE
11. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO INDICATED A PREFERRED NEWS SOURCE	42
12. SPECIFIC RADIO PROGRAMS FOUR OR MORE BOYS OR GIRLS REPORT AS THEIR FAVORITES.	44
13. RADIO PROGRAMS WHICH BOYS AND GIRLS REPORT AS THEIR FAVORITES CLASSIFIED ACCORDING TO TYPE	46
14. REASONS GIVEN BY BOYS AND GIRLS FOR LIKING SPECIFIC PROGRAMS CLASSIFIED ACCORDING TO TYPE	49
15. LEAST-LIKED FEATURES OF FAVORITE PROGRAMS . . .	50
16. THE FIFTEEN PROGRAMS ON THE CHECK LIST MOST POPULAR WITH BOYS	52
17. THE FIFTEEN PROGRAMS ON THE CHECK LIST MOST POPULAR WITH GIRLS.	53
18. PROGRAM PREFERENCES OF BOYS AND GIRLS IN EACH OF THE TWENTY GROUPS OF SIMULTANEOUS PROGRAMS.	55
19. NUMBER OF TIMES BOYS AND GIRLS PREFERRED CERTAIN TYPES OF PROGRAMS IN THE TWENTY GROUPS.	56
20. NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO HAVE LISTENED TO PROGRAMS SUGGESTED BY PARENTS OR TEACHERS	58
21. PROGRAMS SUGGESTED BY PARENTS OR TEACHERS . . .	59

CHAPTER I

INTRODUCTION

Young people today live in a radio-centered world, a world that requires only the twist of a dial to bring into their homes their favorite dance bands, variety programs, and dramas. If the potentialities of the radio are to be realized, then a knowledge of what constitutes this out-of-school education is of great concern to those who would guide and improve pupils' choices.

Statement of the Problem

It is the purpose of this study (1) to determine the radio programs, the features of these programs, and the types of programs which have the greatest attraction for high-school boys and girls; and (2) to note the relationship of the sex factor to students' program preferences.

Justification of the Problem

In one sense, this study of the out-of-school radio listening interests of high-school pupils should be valuable to teachers in that it focuses attention upon one phase of the leisure language activities, the listening phase. Most teachers believe that the school is largely responsible for influencing the radio listening of

students. Teachers, therefore, must know how much listening their pupils do, what they listen to, and why they like to listen. Furthermore, this study represents a step toward the more effective use of radio in the school surveyed. The writer, a participant in the 1947 Radio in Education Workshop at Boston University, anticipates the establishment of a radio workshop in the high school with which she is concerned.

But in a broader sense, the problem concerns the use of radio as an educational force to increase knowledge, to provide wholesome entertainment, to develop an awareness of problems, to cultivate desirable appreciations and attitudes, to stimulate critical thinking, and to promote universal understanding and good will.

The modern school recognizes the importance of experiences that are individual and in which the learner is receptive, yet relatively little research in the psychological, social, and educational values of out-of-school radio programs is available.¹ There is general agreement among those who have studied the problem that radio programs should enrich childhood experience, but just how

¹John J. DeBoer, "The Psychology of Children's Radio Listening," Radio and English Teaching (Max Herzberg, editor; New York: D. Appleton-Century Company, 1941), pp. 36-37.

the purpose should be achieved and in what specific directions radio should attempt the enrichment process are questions that continue to challenge broadcasters, script writers, parents, and educators.²

Obviously this medium of communication, which serves so many and so divergent purposes and commands so many hours of voluntary listening, requires serious consideration in the school and in the home to help the youth of today to cultivate desirable listening habits, to develop a wide range of interests, and to improve the quality of thinking and the quality of language communication.

"Education of the masses--as well as of the leaders--is one of the bulwarks of our democracy."³ Radio, a mass medium, reaches both the rich and the poor. With this vast audience come vaster opportunities and vaster dangers through the spoken word than have ever been open to the written.⁴ We have only to review the events of the last

²John W. Studebaker, Criteria for Children's Radio Programs (Washington, D. C.: The Federal Radio Education Committee, 1942), p. 5.

³David Sarnoff, Radio and Education, an address at the 75th Annual Convocation of the University of the State of New York, Albany, New York, October 13, 1939. 27 pp.

⁴Alice P. Sterner, Katherine M. Saunders, Milton A. Kaplan, Skill in Listening (NCTE Pamphlets of Communication, Chicago, Illinois: National Council of the Teachers of English, 1944), p. 6.

few years to realize how other countries use the radio to guide the thinking of their youth.

In spite of the fact that most of us believe that radio, with all its faults, does much good, teachers are uncertain about whether radio programs are generally wholesome or harmful for boys and girls.⁵ While there has been a rapid development of children's programs in recent years, the number of worthwhile programs is all too small, if one judges the available programs by the definition presented by Doctor W. W. Charters:

An educational program is one which raises standards of taste, increases the range of valuable information, or stimulates audiences to undertake worthwhile activities. In short, an educational program is one which improves the listener.⁶

On the whole, young people do not distinguish between programs designed for their age-groups and those for adults; nevertheless, it is probably the dearth in available programs that has resulted in increased listening to adult programs.

The fact that American radio is privately owned and is financed by the sale of time to advertisers means that radio is conducted for commercial profit first, for the removal of the barriers of diffusion of knowledge and the

⁵Irving Robbins, What Teachers Think of Radio (Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1942), p. 7.

⁶W. W. Charters, Seventh Yearbook, Education on the Air (Columbus, Ohio: Ohio State University, 1936), p. 16.

listening public second. In discussing this point before the sixth annual Institute for Education by Radio, Professor William A. Orton of Smith College remarked:

But in regard to the culture, the intelligence, and the morale of our democracy, we still believe for the most part in the genial destiny of good luck... So we expose our young to commercial stimuli of a mechanized culture--to the syndicated comic strip, the funnies, the commercial movies, commercial sport, commercialized radio... and we assume that out of all this they will "naturally" develop intelligence, morale, and a sense of values equal to the demands that modern citizenship will make upon them.⁷

To make children conscious of their democratic privilege--freedom to listen--is the responsibility of parents and teachers, particularly teachers, who, through the natural interest of their pupils, can equip students to act as discriminating and intelligent listeners who will encourage broadcasters, script writers, and advertisers to produce superior radio programs.

This problem, however, is not limited to the local or even the national scene. Today science makes it possible for radio to serve all parts of the world simultaneously. On the international scene is the problem of maintaining world peace, a problem which involves removal of the barriers of diffusion of knowledge and the need for a common policy.

⁷ John J. DeBoer, op. cit., p. 37.

Freedom of communications must be established for all peoples of the world without restriction or fear.

We as teachers know that radio in education is only a means to an end. It is John DeBoer who says so aptly:

It is not enough for young people to know how to listen, to write, and to read. Their experiences in communication should have direction. In recent years the values to which we in our free society are committed narrowly escaped extinction at the hand of Fascist enemies, whose ideology is not without powerful adherents in our own country. The school is one of the most powerful instruments available to our society in the defense of its own purposes and ideals. Communication in the high school should be directed toward the achievement of those attitudes, beliefs, and purposes which will strengthen youth's devotion to the ideals of personal freedom, economic security, and equal rights for all regardless of race, religion, or cultural background. The broadening of the allegiances and sympathies of youth to include the people of all nations has become a fundamental necessity in a day when international co-operation and good will is the only alternative to future destructive wars which can destroy all we know of communication.⁸

It becomes, therefore, a curriculum problem to see that the student's natural interest in radio is utilized to further his educational growth that he may, in turn, become a practicing member of our democracy and a citizen of "One World."

⁸John J. DeBoer, "Standards for Appraising the Language Arts Program of the Secondary School," Bulletin of the National Association of Secondary-School Principals (February, 1946), pp. 44-45.

Scope of the Problem

A report of the out-of-school radio-listening interests of high-school pupils in regard to favorite programs, best-liked and least-liked features of these programs, and types of programs preferred was necessary to secure data for this study. One method of collecting the data was employed: a questionnaire built to determine the leisure-time radio-listening activities of the pupils surveyed.

The number of pupils surveyed, 474, represents the entire senior high school population of an average-income community which is both residential and industrial. The school population includes pupils of varied socioeconomic and ancestral backgrounds. The mental ability of the pupils is about average, and the two sexes are fairly equally divided.

Three types of scores were assembled: (1) scores which indicate the listening habits of high-school boys and girls in reference to the amount of listening during the school week, the frequency of listening, the time of listening, companions while listening, activities engaged in while listening, and the radio stations to which they listen; (2) scores which reveal the specific programs and types of programs which these boys and

Scope of the Problem

A review of the one-of-school studies in the

fields of physical growth in relation to various

programs, socialized and less-structured forms of these

programs, and types of programs presented was necessary

to secure data for this study. The method of collecting

the data was simplified: a questionnaire sent to each

school the following three radio-broadcast activities of the

people surveyed.

The number of people surveyed, etc., represents the

entire school with school population of an average-

school community which is both residential and industrial.

The school population includes pupils of various ages-

economic and ancestral backgrounds. The content of the

of the study is about average, and the two sexes are

fairly equally divided.

Three types of schools were selected: (1) common

and indicate the first of the three in the school

and indicate the first of the three in the school

and indicate the first of the three in the school

and indicate the first of the three in the school

and indicate the first of the three in the school

which they list: (2) schools which reveal the specific

programs in terms of programs which these boys and

girls prefer, the best-liked and least-liked features of their favorite programs and the preferred source of news; and (3) scores which show amenability of boys and girls to suggestions for listening made by parents and teachers.

Thus, this study attempts to ascertain the leisure-time radio-listening interests of high-school boys and girls and to determine in how far sex differences influence their program preferences.

the teaching of the language arts. In fact, Rankin's figures indicate that while listening is used in life three times as much as reading, in school it receives less than one-sixth as much emphasis. The same study shows that listening can be developed, though without special training it does not develop sufficiently to meet life needs.¹⁵ These statements are even more important today not that radio, with its tremendous listening audience, has focused attention upon the listening phase of language arts teaching.

¹⁵Merlin N. Adams, "Learning to be Discriminating Listeners," The English Journal, XXVI (January, 1947), 12.

¹⁶Paul F. Rankin, "Listening Ability," The English Schools Journal, XII (January, 1947), 1.

girls prefer, the best-liked and least-liked features of their favorite programs and the preferred source of news; and (3) scores which show amenability of boys and girls to suggestions for listening made by parents and teachers.

Thus, this study attempts to ascertain the leisure-time radio-listening interests of high-school boys and girls and to determine in how far sex differences influence their program preferences.

CHAPTER II

RESEARCH

Preview of Research

In communication by language, there are four aspects to consider--writing, reading, speaking, and listening, listed in the order in which they are given emphasis in school.⁹ Research reveals that listening plays a far greater part in daily experience than it is accorded in the teaching of the language arts. In fact, Rankin's figures indicate that while listening is used in life three times as much as reading, in school it receives less than one-sixth as much emphasis. The same study shows that listening can be developed, though without special training it does not develop sufficiently to meet life needs.¹⁰ These statements are even more important today now that radio, with its tremendous listening audience, has focused attention upon the listening phase of language arts teaching.

⁹Harlen M. Adams, "Learning to be Discriminating Listeners," The English Journal, XXXVI (January, 1947), 12.

¹⁰Paul T. Rankin, "Listening Ability," The Chicago Schools Journal, XII (January, 1930), 177-79.

In order to analyze, characterize, and interpret the findings in this survey of the out-of-school radio-listening activities of senior high school students, an inventory of studies concerning leisure-time listening interests was made. This inventory offers what is known in certain areas of research, namely, (1) the amount of listening with particular attention to age groups, sex differences, intelligence, socio-economic background, and time of listening; and (2) program preferences, with emphasis upon age groups, sex differences, intelligence, and socio-economic background.

Results of Research

Amount of Listening

The number of radio families and radio sets in the United States attests to the importance of radio listening as a leisure-time activity for adults and young people alike. Hettinger, in 1933, stated that there were 17,000,000 radio families in the United States. At that time this number represented approximately 45 per cent of the receiving sets in use in the world, and constituted a higher per capita set ownership than any other country, with the exception of Denmark.¹¹ Herzog, in discussing

¹¹Herman S. Hettinger, "What Do We Know About The Listening Audience," Radio in Education (Levering Tyson, Editor; Chicago, Illinois: The University of Chicago Press, 1933), p. 45.

the twenty-fifth anniversary of radio, called attention to the fact that the number of United States radio homes in 1945 was approximately 90.4 per cent of all homes.¹² The most recent survey reports that in 1947 there were 37,000,000 homes with radio sets and 66,000,000 sets in the United States. Today with 425 receivers per 1,000 population, the United States has the highest per capita set ownership in the world.¹³

A Minneapolis survey found adults spending almost 18 per cent of their waking time listening to the radio.¹⁴ Other surveys of children and adolescents between the age of 6 - 18 show an average weekly listening time range from five hours fifteen minutes to eighteen hours thirty minutes.¹⁵ Although differences exist in the age groups studied in the several surveys, all findings reveal an increase in the amount of listening from the first grade to the higher grades.

¹²Herta Herzog, "Radio--The First Post-War Year," The Public Opinion Quarterly, X (Fall, 1946), 297-313.

¹³The World Almanac and Book of Facts for 1948, edited by E. Eastman Irvine (New York World Telegram, 1948), p. 580.

¹⁴Harlen M. Adams, op. cit. (citing Report of a Research into the Attitudes and Habits of Radio Listeners by Clifford Kirkpatrick, St. Paul, 1933), 11.

¹⁵Herta Herzog, Survey of Research on Children's Radio Listening (New York: Office of Radio Research, Columbia University, 1941), p. 9.

One study, made in Washington, D. C., and vicinity, established a peak of seventeen hours forty-eight minutes in the amount of radio listening for the age group 12 - 15 and a drop to nine hours twenty-four minutes for the years 15 - 18.¹⁶ However, a California study of seventh, ninth, and eleventh grade pupils found little difference in amount of time spent in listening among various grades in school.¹⁷ At a later date, Woelfel and Tyler conclude:

On the average, listening tends to reach a plateau at about the junior-high school level. Surveys made in various parts of the country indicate that this amounts to from two to three hours a day, with surprisingly little variation from one section to another. This plateau appears to be held rather constantly throughout the whole of high school, with girls doing somewhat more listening than boys during this period.¹⁸

A particularly significant study for us, a survey of the interests of secondary school youths in New England, revealed that boys listen intently 2.7 hours per day;

¹⁶Weston R. Clark, "Radio Listening Habits of Children," Journal of Social Psychology, XII (March, 1940), 131-49.

¹⁷I. Keith Tyler, "The Listening Habits of Oakland, (California) Pupils," The English Journal, XXV (March, 1936), 206-15.

¹⁸Norman Woelfel and I. Keith Tyler, Radio and the School (Yonkers-on-the-Hudson, New York: The World Book Company, 1945), p. 295.

girls, 3.8 hours. Furthermore, boys listen 1.6 hours per day while doing something else; girls, 2.3 hours.¹⁹ Only one study, the Washington survey, covering children from nine to eighteen years of age, indicated no sex differences in the amount of listening, yet this same study reported that 71 per cent of the girls and 61 per cent of the boys engaged in other activities while they listened.²⁰

Findings about adult listeners yield parallel data. In emphasizing the impact of radio on modern life Tyler stated that women listen more than men, 5.9 hours daily as compared with 3.6 hours. There is also a slight decrease in listening as one goes up the educational scale, and people under forty years of age listen more than do those forty or above.²¹ Hill and Williams found that more women than men listen and that they tend to be above average in socio-economic status and income.²³ Another study summarized the results:

¹⁹Herbert A. Clark, in an address made at the First Workshop on Radio in Education, Boston University, July 10, 1947.

²⁰Weston R. Clark, op. cit., 131-49.

²¹I. Keith Tyler, op. cit., 206-15.

²²Paul F. Lazarsfeld and Harry Field, The People Look at Radio (Chapel Hill: The University of North Carolina Press, 1946), p. 97.

²³Earle U. Rugg, "Non-school Education outside the Home," Review of Educational Research, XVI (February, 1946, citing Radio's Listening Groups, by Frank E. Hill and W. E. Williams), 14.

Men are less radio-minded than women and older people less than younger people. There exists a strong positive association between radio-mindedness and actual listening which leads to the inference that there is little psychological deafness prevalent toward radio. The more radio-minded people are, the less interested they are likely to be in cultural programs.²⁴

Lazarsfeld concluded that people from the lower cultural and educational levels listen correspondingly to more radio broadcasts and show a far greater preference for listening over reading than listeners from the higher cultural and educational levels.²⁵

Even though data on the relation of intelligence to amount of listening cannot be considered conclusive, the significance of the findings cannot be ignored. Clark's study mentioned an inverse relationship between intelligence and the amount of time spent in listening.²⁶ Tyler tried to ascertain the comparative listening levels of pupils according to high, average, and low quotients. He found there was a tendency for listening to decrease with

²⁴Francis Ollry and Elias Smith, "An Index of 'Radio-Mindedness' and Some Applications," Journal of Applied Psychology, XXIII (February, 1939), 14.

²⁵Paul F. Lazarsfeld, Radio and the Printed Page. (New York: Duell, Sloan and Pearce, Inc. 1940), pp. 15-47; 133-45.

²⁶Weston R. Clark, op. cit., 131-49.

an increase in the I.Q. but when all grades were considered as a whole, difference in intelligence levels seemed only a small fraction in affecting children's choice of programs.²⁷

Many studies have sought to determine the day of the week and the time of day most listening is done. There is much greater variation in the listening load at various hours of the day than with respect to either days of the week or seasons of the year. Thus the evening audience tends to be from two to three times larger than the daytime audience.²⁸ Most studies agree that the smallest amount of listening is done on Saturday, and that Sunday lies between Saturday and other weekdays in the amount of listening.

In reference to the time of day when listening is strongest, data vary according to the age groups studied and the socio-economic background of the sample. For example, in an upper income eastern suburb, 81 per cent of the children between the third and seventh grade listened at eight p.m.²⁹ In a study of one thousand high

²⁷I. Keith Tyler, "Radio Studies in the Oakland Schools," Education on the Air, V (Columbus, Ohio: Ohio State University, 1934), pp. 297-312.

²⁸Herman S. Hettinger, op. cit., p. 48.

²⁹"Radio for Children-Parents Listen In," Child Study, X (April, 1933), 193-98.

school students, 19.6 per cent listened between seven and eight o'clock in the morning, while 9.5 per cent listened at least a portion of the following hour. The peak hour was seven o'clock in the evening with 70 per cent tuned in, following which listening dropped off rapidly. This was true from Monday to Friday inclusive. Sunday night was approximately 25 per cent higher than Saturday night in the number of listeners in this group. There seemed to be little tendency for children to listen later than their parents.³⁰

One study stressed the difference in the amount of listening among junior high school boys and girls. The median listening for boys was approximately eleven hours per week during the winter and five hours per week during the summer, while the median for girls was fourteen hours per week during the winter and twenty hours per week during the summer.³¹ These differences in the total amount of listening on the part of girls compared with boys may be accounted for, in part, by the facts that there are more active social relationships for boys than for girls in the

³⁰R. K. Hewes, "A Study of 1,000 High School Listeners," Education on the Air, IV (Columbus, Ohio: Ohio State University, 1933), pp. 326-29.

³¹Howard Rowland, Adolescent Personality and Radio (Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1943), pp. 3-4.

summer months, and that the types of programs available provide girls with increased opportunities to listen to programs they particularly favor at this age, popular music and daytime serials.

Program Preferences

Attempts to establish program preferences have been the main topic of the majority of surveys studying the problem of radio and youth. This mass of data, although extremely useful, has emphasized liked programs rather than liked features. Thus, while children and their parents may listen to the same programs, we do not know whether enjoyment of the program stems from the same features.

Even at an early age, children listen to what is available. Granted that the so-called children's programs have a child audience, children also follow most of the major programs listened to by the adults they know. Among first grade children the Charlie McCarthy program appears first in frequency of listening and first among those programs listened to with the family.³²

³²Herta Herzog, Survey of Research on Children's Listening (New York: Office of Radio Research at Columbia University, 1941, citing The Home Radio Listening of Wilmette Grade School Children, Wilmette, Illinois, 1940), p. 16.

Aside from the adult programs, the curves of popularity show definite preferences in the various age groups. Pre-school children are interested primarily in sound; pre-adolescent groups (boys, 6 - 12; girls, 6 - 10) prefer the super-hero, the super-sleuth, and horror programs. The mystery, detective, and criminal programs drop in popularity and interest in sports and news increases after boys have reached the sixth and seventh grades. From the sixth grade on, girls turn to the women's serials and programs like Lux Radio Theater. During the summer vacation between the seventh and eighth grades, girls begin to exhibit an extensive interest in popular music.³³ The study made in Washington, D. C., compared the types of programs listened to by children in three age groups against the programs available in the week studied. It was found that the correlation between program types available and program types listened to was .90 for the age group 9 - 12; .93 for the age group 12 - 15; and .96 for the older group between 15 - 18 years of age.

Among high-school students the strongest increase is in the programs of popular, dance, and novelty type music, listened to by 12.9 per cent in the age group 9 - 12 as compared with 23.5 per cent in age group 15 - 18.³⁴

³³Howard Rowland, op. cit., pp. 3-4.

³⁴Weston R. Clark, op. cit., 131-49.

There is also a greater interest in sports, news, and public events.³⁵ Sixty-three per cent of the programs listened to by adolescents between 15 - 18 years of age belong either in the dance music or the comedy and variety classification. No sex differences were noted.³⁶ Tyler found the greatest appeal for all in order of popularity was short plays, variety programs, sports, comedy, dance music, news broadcasts, crooners, vocal group singing, symphony, unclassified classical music and at the bottom of the list, talks. Boys showed a preference over girls for sports and music; girls evinced more liking for dance music.³⁷ Morgan listed the types of programs most listened to as follows: comedy, drama, and questions and answers.³⁸ Eisenberg made a study of 3,345 children in the New York Metropolitan area which disclosed that boys and girls in their choice of programs, differed not so much in kind as

³⁵I. Keith Tyler, "The Listening Habits of Oakland (California) Pupils," The English Journal, XXV (March, 1936), 206-15.

³⁶Weston R. Clark, op. cit., 131-49.

³⁷I. Keith Tyler, "Radio Studies in the Oakland Schools," Education on the Air, V (Columbus, Ohio, 1934), pp. 297-312.

³⁸Clarence M. Morgan and E. Straker, "Out-of-School Radio Listening Habits of Vigo County (Indiana) School Children," Teachers College Journal, X (May, 1939), 112-15.

in degree of interest. Both sexes like the continuous program best, with variety and comedy second in choice; music and informational programs rank third and fourth respectively. Children of higher intelligence ratings listened more to programs with some educational context such as news and classical or semi-classical music programs.³⁹ Hewes found good music preferred among boys.⁴⁰ The Washington study indicated a preference of comedy among high I. Q. children and dance programs among low I. Q. children.⁴¹

Data on the relation of socio-economic status and program preferences run parallel to the findings on the relation between intelligence and program tastes. Thus the stated preference for comedy programs is true for high I. Q. children as well as for upper income children.⁴²

In the survey just mentioned, the wealthy American children preferred historical plays; the average American children preferred the so-called daytime serials; the low Oriental and Mexican children liked the crime and mystery

³⁹Azriel Eisenberg, Children and Radio Programs (New York: Columbia University Press, 1936), pp. 19-24.

⁴⁰R. K. Hewes, op. cit., pp. 326-29.

⁴¹W. R. Clark, op. cit., 131-49.

⁴²I. Keith Tyler, "The Listening Habits of Oakland (California) Pupils," The English Journal, XXV (March, 1936), 206-15.

stories. A study of 10,000 Minnesota children showed that 19.2 per cent of the children of professional parents listened to "Gangbusters"; 34.4 per cent of the children of slightly skilled workers listened to the same program.⁴³ In a recent survey of adult listeners, Kercher found a tendency for educational-program listeners to concentrate in the middle socio-economic groups and thin out in wage-earning and farmer groups. Even in the middle-class group, listener concentration appeared in the more studious and problem-minded segment, such as teachers, social workers, and ministers, not among the more conservative business and professional leaders. These findings have prompted him to raise the question:

Has radio fare in general tended to alienate a significant body of upper middle class people who normally provide much of the business, professional, and civic leadership in an urban community?⁴⁴

Other research studies have revealed a close relationship between the patterns of radio listening and the levels of cultural-intellectual opportunity and development.⁴⁵

⁴³K. H. Baker, "Radio Listening and Socio-Economic Status," The Psychological Record, I (1937), 99-144.

⁴⁴Leonard C. Kercher, "Social Problems on the Air: An Audience Study," The Public Opinion Quarterly, XI (Fall, 1947), 402-11.

⁴⁵Paul F. Lazarsfeld, Radio and the Printed Page (New York: Duell, Sloan and Pearce, Inc., 1940), p. 256.

An examination of the findings on the amount of listening and the program preferences leads one to conclude that at the beginning of adolescence most young people have outgrown their childhood radio listening tastes and that age and sex, rather than intelligence or socio-economic background, exert some influence upon program choices, but even those differences are slight.

Since radio is a universally popular medium which attracts a large adolescent audience to several types of programs, the adolescent period is probably the time when guidance is most needed so that the time spent in listening to the radio may be utilized in educating these young people for living in the world today.

A cross section of pupils for survey purposes. The economic strata of these students' families are representative of all levels, and the student body comprises many pupils of first or second generation Americans. Although full data for intelligence are not available for the entire school, from the scores that were obtained it appears that students of all levels of intelligence found in the public schools are represented. There is a fairly even distribution of the two sexes in the tenth, eleventh, and twelfth grades in this senior high school.

A questionnaire⁴⁵ was submitted to 474 pupils, 241 boys and 233 girls, in the various English classes by

⁴⁵See Appendix

CHAPTER III

PROCEDURE

Summary of the Method

A record of the out-of-school radio-listening interests of senior high school students was necessary to provide data for this study. A detailed report, therefore, of the leisure-time radio-listening activities of 474 high-school pupils was secured. The pupils surveyed represent the high school population in an average-income community of 17,000 inhabitants. Since the community is both residential and industrial, the school population offers a good cross section of pupils for survey purposes. The economic strata of these students' families are representative of all levels, and the student body comprises many pupils of first or second generation Americans. Although full data for intelligence are not available for the entire school, from the scores that were obtained it appears that students of all levels of intelligence found in the public schools are represented. There is a fairly even distribution of the two sexes in the tenth, eleventh, and twelfth grades in this senior high school.

A questionnaire⁴⁶ was submitted to 474 pupils, 241 boys and 233 girls, in the various English classes by

⁴⁶See Appendix

five English teachers. Pupils were directed to read carefully each item in the questionnaire and to answer it to the best of their knowledge. They were permitted to ask questions. The amount of time consumed by each class was from twelve to twenty minutes.

Gathering the Data

The questionnaire was built to furnish three types of answers: (1) answers revealing the listening habits of boys and girls in respect to the amount of time spent in listening during the school week, the frequency of listening, the time of listening, companions while listening, activities engaged in while listening, and the radio stations to which they listen; (2) answers indicating their favorite programs, the best-liked and least-liked features of favorite programs, the types of programs selected, and the preferred source of news; (3) answers showing the responsiveness of boys and girls to program suggestions made by parents or teachers.

To find out whether all students have access to radios, each student was asked to indicate the number of radios in his home.

In order to obtain a pattern of each pupil's listening habits, pupils were asked whether they have radios of their own; whether their use of the radio is regular, frequent, occasional, or not at all; whether they listen with family, friends, or alone; the time when they listen; and the stations to which they listen. To complete the pattern of listening habits, each pupil was requested to state the number of hours he listens on each school day, Monday through Friday, and to indicate the activities in which he is engaged while listening. The list of activities was compiled from radio-listening charts submitted by pupils in four English classes earlier in the school year.

Five questions were used to determine the favorite programs, the best-liked and least-liked features of these programs, the types of programs selected, and the preferred source of news. Each pupil was asked to list in order of preference his three favorite radio programs, to state his reasons for liking the program he placed first, to tell the least-liked features of this program, and to check in each group of twenty groups of simultaneous programs the program he would listen to if he had the opportunity.

The last question, the check list, was devised to provide a basis for the comparison of types of programs selected with the preferences given in listing the favorite

In order to obtain a pattern of each pupil's listening habits, pupils were asked whether they have radios of their own; whether their use of the radio is regular, frequent, occasional, or not at all; whether they listen with family, friends, or alone; the time when they listen; and the stations to which they listen. To complete the pattern of listening habits, each pupil was requested to state the number of hours he listens on each school day, Monday through Friday, and to indicate the activities in which he is engaged while listening. The list of activities was compiled from radio-listening charts submitted by pupils in four English classes earlier in the school year.

Five questions were used to determine the favorite programs, the best-liked and least-liked features of these programs, the types of programs selected, and the preferred source of news. Each pupil was asked to list in order of preference his three favorite radio programs, to state his reasons for liking the program he placed first, to tell the least-liked features of this program, and to check in each group of twenty groups of simultaneous programs the program he would listen to if he had the opportunity.

The last question, the check list, was devised to provide a basis for the comparison of types of programs selected with the preferences given in listing the favorite

programs and to furnish information for guiding pupils' listening during the school week.

Twenty groups of simultaneous programs audible in the Boston area between 7 p.m. and 10:30 p.m. during the school week of March 1 to March 5 inclusive were selected. Each group contains six simultaneous programs, the broadcasts of each of the Boston stations, WBZ, WCOP, WEEI, WHDH, WMEX, and WNAC, at the same time on the same evening. Although 120 programs are listed, actually there are only ninety-six different programs. This may be explained by the prevalence of disc-jockey programs on certain stations and the varying lengths of programs. The twenty groups of simultaneous programs were distributed over the listening period as follows: Monday, 8 p.m., 8:30 p.m., and 9 p.m.; Tuesday, 8 p.m., 8:30 p.m., 9:30 p.m., and 10 p.m.; Wednesday, 7:15 p.m., 8 p.m., 8:30 p.m., and 9 p.m.; Thursday, 7 p.m., 7:30 p.m., 8 p.m., 8:30 p.m.; Friday, 7:30 p.m., 8 p.m., 9 p.m., 9:30 p.m., 10 p.m. This distribution was necessary in order to include all programs available in the Boston area that are mentioned in Good Listening, a list of radio programs recommended by the Federal Radio Education Committee, and to embrace such diverse programs as The Red Cross Drive Opening, The Boston Symphony Orchestra, a Lenten Service, and special sports events.

events.

Symphony Orchestra, a Lenten Service, and special sports
 verses programs as The Red Cross Drive Opening, The Boston
 Federal Radio Education Committee, and to embrace such di-
listening, a list of radio programs recommended by the
 available in the Boston area that are mentioned in Good
 tribution was necessary in order to include all programs
 7:30 p.m., 8 p.m., 9 p.m., 9:30 p.m., 10 p.m. This dis-
 Thursday, 7 p.m., 7:30 p.m., 8 p.m., 8:30 p.m.; Friday,
 Wednesday, 7:15 p.m., 8 p.m., 8:30 p.m., and 9 p.m.;
 Tuesday, 8 p.m., 8:30 p.m., 9:30 p.m., and 10 p.m.;
 period as follows: Monday, 8 p.m., 8:30 p.m., and 9 p.m.;
 simultaneous programs were distributed over the listening
 the varying lengths of programs. The twenty groups of si-
 prevalence of disc-jockey programs on certain stations and
 six different programs. This may be explained by the
 120 programs are listed, actually there are only ninety-
 and WMAZ, at the same time on the same evening. Although
 each of the Boston stations, WBS, WCOP, WEEI, WMBZ, WWSX,
 group contains six simultaneous programs, the broadcasts of
 week of March 1 to March 5 inclusive were selected. Each
 Boston area between 7 p.m. and 10:30 p.m. during the school
 Twenty groups of simultaneous programs available in the
 listening during the school week.
 Programs and to furnish information for guiding pupils.

Because the number and variety of radio programs mentioned in question 10 and listed in question 15⁴⁷ were great, it was decided to follow the usual newspaper classification of such programs. Therefore, the programs were divided into the following types according to the content of the program:

1. Music -- song programs and orchestras, both swing and classical; for example, The Chesterfield Supper Club.
2. Variety and comedy -- comedians, dramatic skits, orchestras, singers, all included in one program; for example, Jack Benny.
3. Sports -- summaries, forecasts, and on-the-spot reporting; for example, Jim Britt.
4. Drama -- dramatizations whose chief characters are the same each week and complete incidents with most of the characters new each week; for example, Lux Radio Theater.
5. Popular -- quiz shows and audience-participation programs; for example, Truth or Consequences.
6. Talk -- News and religious programs; for example, Gabriel Heatter.

⁴⁷See Appendix

7. Discussions -- forums and round tables;
for example, America's Town Meeting of
the Air.

Two questions were employed to discover whether boys and girls are amenable to program suggestions made by parents or teachers. If a pupil indicated that he had listened to programs suggested by parents or teachers, he was then asked to list the program or programs.

The Kinds of Data Available

The findings of the survey were assembled as follows:

1. Number and percentage of boys and girls with radios in their homes.
2. Number and percentage of boys and girls who own radios.
3. Number and percentage of boys and girls who listen regularly, frequently, occasionally, or not at all.
4. Number and percentage of boys and girls who listen with the family, friends, or alone.
5. Number and percentage of boys and girls who engage in various activities while listening.

6. Number and percentage of boys and girls who listen to radio stations included in the questionnaire.
7. Number and percentage of boys and girls who listen to the radio before school, before supper, and after supper.
8. Mean number of listening hours per day, Monday through Friday, and per school week for boys and girls.
9. Number and percentage of boys and girls who indicate a preferred source of news.
10. Number and percentage of boys and girls listing specific program choices; number and percentage of boys and girls checking programs classified according to type.
11. Reasons given by boys and girls for liking favorite programs; reasons classified according to type of program mentioned.
12. Least-liked features of favorite programs.
13. The fifteen programs on the check list most popular with boys; the fifteen programs on the check list most popular with girls.

6. Number and percentage of boys and girls who listen to radio stations included in the questionnaire.
7. Number and percentage of boys and girls who listen to the radio before school, before supper, and after supper.
8. Mean number of listening hours per day, Monday through Friday, and per school week for boys and girls.
9. Number and percentage of boys and girls who indicate a preferred source of news.
10. Number and percentage of boys and girls listing specific program choice; number and percentage of boys and girls checking programs classified according to type.
11. Reasons given by boys and girls for liking favorite program; reasons classified according to type of program mentioned.
12. Least-liked features of favorite programs.
13. The fifteen programs on the check list most popular with boys; the fifteen programs on the check list most popular with girls.

14. Boys' and girls' program preferences in each group of simultaneous programs; number and percentage of boys and girls checking program choices classified according to type.

15. Number and percentage of boys and girls who have listened to programs suggested by their parents or teachers.

16. Specific programs suggested by parents or teachers.

The data supplied by the survey will be used to discover whether sex differences are revealed in the listening habits of high-school pupils, in the specific programs and types of programs preferred, and in the response to program suggestions made by parents or teachers.

Grade	Boys	Girls
Ten	85	82
Eleven	77	83
Twelve	78	84
Total	241	233

Although the factor of grade does not play any part in this study, it is interesting to note the fairly even distribution of the sexes in the various grades and in the school population.

CHAPTER IV

ANALYSIS OF DATA

Detailed data, compiled from questionnaires filled out by 474 high-school pupils, will now be furnished to determine the listening habits of boys and girls, their program preferences, and their responsiveness to program suggestions made by parents or teachers. The distribution of the school population according to grade and sex is given in Table 1.

TABLE 1

THE SCHOOL POPULATION

Grade	Boys	Girls
Ten	85	82
Eleven	77	83
Twelve	79	68
Total	241	233

Although the factor of grade does not play any part in this study, it is interesting to note the fairly even distribution of the sexes in the various grades and in the school population.

Findings on Radio Listening Habits

Radios in the Homes of Pupils

Since the pupils concerned have ample opportunity to listen to many radio stations, it was considered feasible to determine how many boys and girls have access to radios. Table 2 shows that 99.6 per cent of the boys and one hundred per cent of the girls have radios in their homes.

TABLE 2

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WITH
RADIOS IN THEIR HOMES

Radios in Homes	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	240	233	99.6	100
No	1	-	less than 1	-

Only one boy indicated that he has no radio in his home. Further examination of his questionnaire revealed that he never listens to the radio. But for all practical purposes, it may be assumed that radio is an important factor in the home environment of high-school boys and girls.

Ownership of Radios

To discover whether relationships exist among ownership of a radio, frequency of listening, and companions

while listening, pupils were asked to indicate whether they have radios of their own. Table 3 shows that 62 per cent of the boys and 55 per cent of the girls own radios.

TABLE 3

NUMBER AND PERCENTAGE OF BOYS AND GIRLS
WHO OWN RADIOS

Radio Ownership	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	149	128	62	55
No	92	105	38	45

Frequency of Listening

More boys and more girls listen regularly rather than frequently or occasionally, but the percentage of girls who listen regularly is higher than the percentage of boys.

TABLE 4

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN
REGULARLY, FREQUENTLY, OCCASIONALLY, OR NOT AT ALL

Frequency of Listening	Number of boys	Number of girls	Per cent boys	Per cent girls
Regularly	102	141	42	61
Frequently	96	73	40	31
Occasionally	40	19	17	8
Not at all	3	-	1	-

Table 4 shows that 42 per cent of the boys and 61 per cent of the girls listen regularly. Of the three non-listeners, all boys, two have access to several radios in their own homes.

Listening Companions

Listening is an activity which can be shared with other people. Table 5 reveals that 74 per cent of the boys and 83 per cent of the girls listen with their families.

TABLE 5

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN
WITH THEIR FAMILIES, FRIENDS, AND ALONE

Companions	Number of boys	Number of girls	Per cent boys	Per cent girls
Family	177	194	74	83
Friends	111	130	46	58
Alone	176	172	74	74

It is surprising that the percentage of boys and girls who listen at times with the family is so high, particularly when one considers that the majority of homes contain at least two radios. This high percentage may be due to mutual enjoyment of certain programs or to listening while eating. Whether family listening is a substitute

for more direct activities or not, it is still something the family does together.

The answers to questions two, three, and four⁴⁸ also reveal that 5 per cent of the boys and 5 per cent of the girls who are regular listeners and who have their own radios listen alone exclusively.

Activities Pupils Engage in While Listening

An examination of data on activities in which boys and girls are engaged while listening, as presented in Table 6, will provide a partial explanation of the results given in Tables 4 and 5.

Eating	170	140	71	54
Getting ready for bed	140	125	59	35
Ironing	9	154	4	68
Knitting	1	87	less than 1	54
Manicuring nails	2	99	less than 1	42
Playing cards	115	71	80	30
Reading	104	34	64	40
Sewing	3	81	1	38
Shampooing hair	3	122	1	34
Washing clothes	1	111	less than 1	40
Working on hobbies	16	10	7	4
Doing nothing else	126	112	35	45

⁴⁸See Appendix

TABLE 6

ACTIVITIES BOYS AND GIRLS ENGAGE IN WHILE LISTENING

Activities	Number of boys	Number of girls	Per cent boys	Per cent girls
Cleaning room	30	168	13	72
Cooking	5	101	2	43
Crocheting	-	22	-	9
Dancing	32	112	13	48
Doing dishes	35	181	15	78
Doing homework	104	119	44	51
Dressing	76	108	32	46
Eating	170	149	71	64
Getting ready for bed	140	128	59	55
Ironing	9	154	4	66
Knitting	1	57	less than 1	24
Manicuring nails	2	99	less than 1	42
Playing cards	118	71	50	30
Reading	104	94	44	40
Sewing	3	81	1	35
Shampooing hair	3	123	1	53
Washing clothes	1	111	less than 1	48
Working on hobbies	16	10	7	4
Doing nothing else	124	112	52	48

Although the list contains more activities applicable to girls, the replies indicate that both boys and girls do a great deal of marginal listening. In contrast, 52 per cent of the boys and 40 per cent of the girls indicate that there are times when they do nothing but attend to the radio. Similarities between the groups are also evident in the activities they have in common--eating, getting ready for bed, doing homework, and reading.

There is a strong tendency for girls to use the radio as a background for their household duties and toilettes. Boys, on the other hand, use the radio as a background for other recreational activities.

Girls of high-school age, particularly those who do not date, are interested in learning to dance. Table 6 shows that approximately one-half of the girls dance to popular music on the radio.

A small percentage of boys and girls added activities such as drawing, painting, and building model airplanes. Since questioning revealed that these activities are favorite hobbies, they were grouped under one heading.

In general, there are very few differences in the rank order of common activities in which boys and girls engage while listening.

Radio Stations to Which Pupils Listen

Radio station preferences of boys and girls are quite homogeneous. Table 7 reveals that boys and girls for the most part confine themselves to Boston stations, particularly the stations with network affiliations.

TABLE 7

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO
LISTEN TO CERTAIN RADIO STATIONS

Stations	Number of boys	Number of girls	Per cent boys	Per cent girls
WBMS	20	18	8	8
WBZ	225	220	95	94
WCOP	176	141	74	61
WEEI	220	218	92	94
WHDH	219	200	92	86
WMEX	112	93	47	40
WNAC	175	150	74	64
WORL	145	171	61	73
WLAW	9	9	4	4
WHN	9	1	4	less than 1
Miscellaneous	17	9	7	4

The popularity of Station WHDH with both boys and girls is due to the type of programs presented, namely, the disc-jockey programs and sports broadcasts.

Periods of the Day When Pupils Listen

The data of Table 8 suggest that there is some variation in the listening load at various hours of the day.

TABLE 8

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO LISTEN
AT CERTAIN PERIODS OF THE DAY

Periods of the day	Number of boys	Number of girls	Per cent boys	Per cent girls
Before school	103	123	43	53
Before supper	112	166	47	71
After supper	220	214	92	92

The fact that 92 per cent of the boys and 92 per cent of the girls listen after supper would indicate that listening is heavy during the evening hours. The higher amount of listening among girls before supper might be dependent upon the girls staying indoors more than boys or it might indicate a greater interest among girls in the more receptive kind of entertainment provided through listening.

Amount of Time Pupils Spend during the School Week
Listening to the Radio

In order to study the relationship of sex and the amount of out-of-school radio listening, the pupils were asked to tell about how many hours per day, Monday through Friday, they listen. Table 9 shows the mean number of hours per day for boys and girls.

TABLE 9

MEAN NUMBER OF RADIO-LISTENING HOURS IN EACH
SCHOOL DAY FOR BOYS AND GIRLS

Days of the Week	Mean number of hours for boys	Mean number of hours for girls
Monday	2.4	3.3
Tuesday	2.1	3.4
Wednesday	2.3	2.9
Thursday	2.1	2.9
Friday	1.6	2.4

Both boys and girls are extremely consistent in their listening during the school week, although girls spend more time listening each day. The slight decrease in listening on Friday night is very understandable because of other available recreational activities. The relationship between the hours girls spend in listening and the hours boys spend in listening is statistically significant.

Table 10 supplies the mean number of listening hours per school day and per school week for each group.

TABLE 10

MEAN NUMBER OF RADIO-LISTENING HOURS PER SCHOOL DAY AND PER SCHOOL WEEK FOR BOYS AND GIRLS

Mean number of hours	Boys	Girls
Per school day	2.10	2.98
Per school week	10.50	14.90

Both boys and girls are interested in radio as a leisure-time activity, but high-school girls spend more hours listening than boys. Thus the mean listening for boys is ten hours thirty minutes per school week, while the mean for girls is fourteen hours fifty-two minutes per school week. In other words, the high-school girl listens to the radio four hours twenty-four minutes more each week than does the high-school boy.

Program Preferences

Source of News Preferred by Pupils

Since a comparison of the offerings of radio with information supplied by newspapers furnishes many possibilities for classroom work, the question, "In general,

Table 10 supplies the mean number of listening hours per school day and per school week for each group.

TABLE 10
MEAN NUMBER OF RADIO-LISTENING HOURS PER SCHOOL DAY AND PER SCHOOL WEEK FOR BOYS AND GIRLS

Mean number of hours	Boys	Girls
Per school day	2.10	2.98
Per school week	10.50	14.90

Both boys and girls are interested in radio as a leisure-time activity, but high-school girls spend more hours listening than boys. Thus the mean listening for boys is ten hours thirty minutes per school week, while the mean for girls is fourteen hours fifty-two minutes per school week. In other words, the high-school girl listens to the radio four hours twenty-four minutes more each week than does the high-school boy.

Program Preferences

Source of News Preferred by Pupils

Since a comparison of the offerings of radio with information supplied by newspapers furnishes many possibilities for classroom work, the question, "In general,

how do you prefer to get your news?" was included in the questionnaire. The data presented in Table 11 shows that pupils of both sexes express a strong preference for the radio as a news source.

TABLE 11

NUMBER AND PERCENTAGE OF BOYS AND GIRLS
WHO INDICATED A PREFERRED NEWS SOURCE

Source	Number of boys	Number of girls	Per cent boys	Per cent girls
Radio	169	180	71	77
Newspaper	64	45	27	19
Radio and newspaper	5	7	2	3
No answer	-	1	-	less than 1

Specific Program Preferences

The pupils were asked to list in order of preference their three favorite radio programs and to indicate whether they listen regularly, frequently, or occasionally. The results of this question were tabulated, but it was impossible to make a uniform interpretation. Some pupils listed one or two programs; others, particularly boys, wrote "Sports"; and still others failed to indicate the

frequency of listening. Consequently, it was decided to make two tabulations of the data based on the first choice of each pupil: specific programs preferred by boys and girls; types of programs preferred by boys and girls. Since 97 per cent of the pupils indicated that they listened regularly, the frequency of listening was disregarded.

Of the ninety-five different programs mentioned in the replies, thirty-three were listed by both boys and girls. Specific programs named by four or more boys or girls are given in Table 12.

Truth or Consequences	5	10	3	4
Any show on WBBM	5	9	3	4
Boston Ballroom	7	13	3	5
Your Hit Parade	7	10	3	4
Al Jolson	7	-	3	-
Inner Sanctum	3	-	2	-
Arthur Godfrey	4	16	2	7
Life of Riley	4	-	2	-
Back Bay Matinee	4	-	2	-
Tommy Dorsey	-	8	-	3
Bing Crosby	-	4	-	2
Edgar Bergen	-	4	-	2

TABLE 12

SPECIFIC RADIO PROGRAMS FOUR OR MORE BOYS
OR GIRLS REPORT AS THEIR FAVORITES

Program	Number of boys	Number of girls	Per cent boys	Per cent girls
Sports	54	10	23	4
Red Skelton	16	-	7	-
Lux Radio Theater	14	36	6	15
920 Club	13	43	5	18
Bob Hope	13	-	5	-
Jack Benny	13	-	5	-
Truth or Consequences	8	10	3	4
Any music on WHDH	8	9	3	4
Boston Ballroom	7	13	3	5
Your Hit Parade	7	10	3	4
Al Jolson	7	-	3	-
Inner Sanctum	5	-	2	-
Arthur Godfrey	4	16	2	7
Life of Riley	4	-	2	-
Back Bay Matinee	4	-	2	-
Tommy Dorsey	-	6	-	3
Bing Crosby	-	4	-	2
Edgar Bergen	-	4	-	2

The programs most popular with boys in the rank order of popularity are Sports; Red Skelton; Lux Radio Theater; 920 Club, Jack Benny, and Bob Hope; any music on Station WHDH and Truth or Consequences; Al Jolson, Boston Ballroom, and Your Hit Parade; Inner Sanctum; Arthur Godfrey's Talent Scouts, The Life of Riley, and Back Bay Matinee.

In the same way, girls list their favorite choices as follows: 920 Club; Lux Radio Theater; Arthur Godfrey's Talent Scouts; Boston Ballroom; Sports, Your Hit Parade, and Truth or Consequences; any music on Station WHDH; Tommy Dorsey's Orchestra; Edgar Bergen and Bing Crosby.

There are few sex differences in the choice of these programs. Of the eighteen programs listed in Table 12, eight programs were mentioned by four or more boys or girls. These programs, then, are the most popular with high-school boys and girls: Sports, 920 Club, Lux Radio Theater, Arthur Godfrey's Talent Scouts, Boston Ballroom, Truth or Consequences, any music on WHDH, Your Hit Parade.

Of the eight programs to which the group listens most frequently, five emphasize music, four offering popular hits of the day, and one giving young people with musical talent an opportunity for recognition and advancement. Drama is represented by one program, Lux Radio Theater. This program offers dramatizations of popular motion

pictures, the majority of which feature boy-meets-girl type of romance. The audience-participation program Truth or Consequences, although built primarily as a quiz show, entertains with the comedy of the situation.

In spite of the fact that 54 boys and 10 girls listed "Sports" first, it must be pointed out that this designation represents a type, not a specific program. Furthermore, the number of boys or girls hearing a specific program regularly is not great. For these reasons, the ninety-five different programs mentioned by boys and girls were classified according to type and the results reported in Table 13.

TABLE 13

RADIO PROGRAMS WHICH BOYS AND GIRLS REPORT AS
THEIR FAVORITES CLASSIFIED ACCORDING TO TYPE

Types of Programs	Number of boys	Number of girls	Per cent boys	Per cent girls
Variety and Comedy	70	45	29	19
Music	59	104	25	45
Sports	54	10	23	4
Drama	35	60	15	26
Popular	14	13	6	5
Discussion	3	1	1	less than 1
Talk	3	-	1	-

The lack of a large number of listeners to specific programs (Table 12) does not seem to indicate much individuality in listening, for the same types, notably variety and comedy, music, and drama, attract many listeners among boys and girls. The only significant difference is found in the boys' natural interest in sports. From these data, it may be concluded that the types of program most popular with boys in the order of popularity are: variety and comedy, music, sports, and drama. Girls prefer music, drama, and variety and comedy.

With the exception of sports, the same types of programs are mentioned most frequently by boys and girls in giving their favorite programs. More girls than boys give musical programs first choice. Boys give variety and comedy, particularly the straight comedians, Red Skelton, Jack Benny, and Bob Hope, first place. Girls prefer variety programs with a comedian, dramatic skit, orchestra, and singers included on one program. Both boys and girls give the same program, Lux Radio Theater, as their favorite dramatic presentation and both give little or no time to the talk or discussion type of program. All of this adds up to the fact that the current tastes of boys and girls leave much to be desired.

Reasons for Liking Specific Programs

A condensed classification of the responses to the question, "Why do you like the program you have placed first?" is presented in Table 14.

TABLE 14
REASONS GIVEN BY BOYS AND GIRLS FOR LIKING SPECIFIC PROGRAMS
CLASSIFIED ACCORDING TO TYPE

Type of Program	Number of boys	Number of girls	Total
Music	14	67	81
Do other things while listening	80	75	155
Learn and learn latest songs	79	42	121
Learn big name bands	57	100	157
Like music	6	5	11
Like the slow-jockey	30	15	45
Relax			
Variety and Comedy	6	10	16
Enjoyed by entire family	7	4	11
Forget self	70	32	102
Humorous	52	27	79
Variety of entertainment			
Sports	32	6	38
Interested in all sports	41	1	42
Like to play myself	11	3	14
Start back to seeing the game			
Drama			
Exciting	24	21	45
Learn more news or ideas	14	55	69
Learn of historical events	1	1	2
Like mystery	10	8	18
Popular			
Interesting	7	3	10
Enjoyed by entire family	4	6	10
Like to watch wife	5	7	12
Unusual stories	5	6	11
Talk			
Interested in current events	2	1	3
Of counsel			

TABLE 14

REASONS GIVEN BY BOYS AND GIRLS FOR LIKING SPECIFIC PROGRAMS
CLASSIFIED ACCORDING TO TYPE

Type of Program	Number of boys	Number of girls	Per cent boys	Per cent girls
Music				
Do other things while listening	14	57	6	24
Hear and learn latest songs	50	73	21	31
Hear big name bands	29	40	12	17
Like music	57	100	24	43
Like the disc-jockey	6	7	3	3
Relax	35	13	15	6
Variety and Comedy				
Enjoyed by entire family	6	10	3	4
Forget self	7	4	3	2
Humorous	70	32	29	14
Variety of entertainment	52	37	22	17
Sports				
Interested in all sports	52	8	22	3
Like to play myself	41	--	17	--
Next best to seeing the game	11	3	5	1
Drama				
Exciting	14	21	6	9
Hear movie seen or missed	14	36	less than 1	11
Learn of historical events	1	--	1	--
Like mystery	12	8	5	3
Popular				
Different	7	3	3	1
Enjoyed by entire family	4	5	2	2
Like to match wits	8	7	3	3
Unusual stunts	5	6	2	3
Talk				
Interested in current events	3	--	1	--
Discussion				less
Present day problems	3	1	1	than 1

The similarities between the replies of the two groups indicate that young people turn to the radio to satisfy their interests in popular music, humor, romance, adventure, and sports. While one cannot safely conclude from this table that the radio is a form of escape, the answer "Forget self" shows the importance of a more refined analysis of the appeals of listening.

Least-Liked Features of Favorite Programs

In comparing replies to the question, "What features of this program do you like least?" it was found that students, regardless of sex, dislike interruptions in their favorite programs. Table 15 shows the results of this question.

TABLE 15

LEAST-LIKED FEATURES OF FAVORITE PROGRAMS

Least-Liked Feature	Number of boys	Number of girls	Per cent boys	Per cent girls
Interruptions - Commercials	156	171	66	73
Guest stars	15	3	6	1
Disc-jockey's patter	9	6	4	3
None	26	14	11	6
No answer	32	39	13	17

Sex differences are apparently negligible, for both boys and girls dislike the same features, particularly commercials. The answers, however, reveal a lack of discrimination on the part of high-school pupils.

The Check List

The check list, twenty groups of simultaneous programs, provided data concerning the out-of-school listening interest of high-school pupils during the school week. The total number of programs were considered to find the fifteen programs most popular with boys. Table 16 shows the results.

TABLE 16

THE FIFTEEN PROGRAMS ON THE CHECK LIST
MOST POPULAR WITH BOYS

Program	Number of boys	Per cent boys
Bob Hope	163	68
Arthur Godfrey	123	52
Dennis Day	117	49
Lux Radio Theater	117	49
F. B. I. Drama	109	46
The Great Gildersleeve	97	41
Cavalcade of America	88	37
Basketball Game	87	37
Henry Morgan	87	37
Hockey Game	86	36
Fibber McGee and Molly	84	35
Big Town	82	34
People are Funny	77	32
Tommy Dorsey	76	32
Inner Sanctum	73	31

The list of fifteen programs most popular with boys contains six programs of the variety-comedy type, five drama programs, two on-the-spot sports broadcasts, one music program, and one quiz program. Thus, boys indicate a strong preference for variety and comedy and drama.

Table 17 lists the program most popular with girls.

TABLE 17

THE FIFTEEN PROGRAMS ON THE CHECK LIST
MOST POPULAR WITH GIRLS

Program	Number of girls	Per cent girls
Lux Radio Theater	143	61
Arthur Godfrey	137	59
Waltz Time	108	46
A Date with Judy	103	44
Dennis Day	102	44
Bob Hope	93	40
Inner Sanctum	92	39
Mystery Theater	92	39
Tommy Dorsey	89	38
Supper Club	88	38
Big Town	87	37
Jack Smith Show	81	35
Fibber McGee and Molly	81	35
People are Funny	81	35
Dr. Christian	80	34

The programs selected by the largest number of girls include six drama programs, five variety-comedy programs, three music programs, and one quiz program. Here girls show a strong preference for drama and the variety-comedy type of program.

Although specific titles change somewhat, Tables 16 and 17 reveal that the types of programs boys and girls prefer remain surprisingly constant. In other words, sex choices for specific programs disappear because of the common agreement in most cases between boys' and girls' radio tastes.

Table 18 presents the program preferences of boys and girls in each of the groups of simultaneous programs.

10	Arthur Godfrey	10	Arthur Godfrey
11	Basketball Game	11	A Date with Judy
12	Lux Radio Theater	12	Lux Radio Theater
13	Hockey Game	13	Abbott and Costello
14	Ozile and Harriet	14	Waltz Time
15	Reader's Digest	15	Dance Parade
16	The Great Gildersleeve	16	Dr. Christian
17	People are Funny	17	People are Funny
18	Fibber McGee and Molly	18	Fibber McGee and Molly
19	Bob Hope	19	Bob Hope
20	Boxing Match	20	Mystery Theater

TABLE 18

PROGRAM PREFERENCES OF BOYS AND GIRLS IN EACH
OF THE TWENTY GROUPS OF SIMULTANEOUS PROGRAMS

Group	Boys' Choices	Group	Girls' Choices
1	Tommy Dorsey	1	Tommy Dorsey
2	Tommy Dorsey	2	Tommy Dorsey
3	Calvacade of America	3	Inner Sanctum
4	Big Town	4	Big Town
5	F. B. I. Drama	5	The Aldrich Family
6	Tommy Dorsey	6	Jack Smith Show
7	Henry Morgan	7	Tommy Dorsey
8	The Fat Man	8	Baby Snooks
9	Dennis Day	9	Dennis Day
10	Arthur Godfrey	10	Arthur Godfrey
11	Basketball Game	11	A Date with Judy
12	Lux Radio Theater	12	Lux Radio Theater
13	Hockey Game	13	Abbott and Costello
14	Ozzie and Harriet	14	Waltz Time
15	Reader's Digest	15	Dance Parade
16	The Great Gildersleeve	16	Dr. Christian
17	People are Funny	17	People are Funny
18	Fibber McGee and Molly	18	Fibber McGee and Molly
19	Bob Hope	19	Bob Hope
20	Boxing Match	20	Mystery Theater

To carry the investigation further each group of simultaneous programs was examined to find the type of program most frequently selected by boys and girls. The results shown in Table 19 compare favorably with the results indicated in Table 13.

TABLE 19

NUMBER OF TIMES BOYS AND GIRLS PREFERRED CERTAIN
TYPES OF PROGRAMS IN THE TWENTY GROUPS

Types of Programs	Number of Times Selected	
	Boys	Girls
Variety and Comedy	7	7
Drama	6	6
Music	3	6
Sports	3	0
Quiz	1	1
Talk	0	0
Discussion	0	0

Generally speaking, the data in Tables 12, 13, 16, 17, and 19 reveal that boys and girls have the same radio tastes: a decided preference for variety and comedy, drama, and music; an aversion to talks and discussions. Differences occur in degree of liking rather than in terms of preference for radically different types of programs. Girls

listen more than boys to music programs and to the Fibber McGee and Molly type of variety and comedy program. Boys listen more than girls to sports programs and straight comedians.

The results indicated in Table 19 are inconclusive, but the best inference seems to be that, with the exception of sports, no significant differences in preferences exist between boys and girls.

Response to Program Suggestions

Although young people today have access to many and varied programs, they are inclined to disregard much that radio has to offer. Some guidance is necessary to lead boys and girls from their present favorites to more artistic presentations of the same theme and to introduce them to new experiences that will enrich their own lives.

Table 20 presents the replies to the question, "Have you listened to any programs after parents or teachers recommended them?"

TABLE 20

NUMBER AND PERCENTAGE OF BOYS AND GIRLS WHO HAVE LISTENED TO PROGRAMS SUGGESTED BY PARENTS OR TEACHERS

Answer	Number of boys	Number of girls	Per cent boys	Per cent girls
Yes	111	159	47	68
No	127	74	53	32

Referring to Table 20, one can see that girls rather than boys are more likely to follow program suggestions made by parents or teachers.

Suggested Programs to Which Pupils Have Listened

Boys and girls who indicated that they have listened to programs suggested by parents or teachers were asked to list them. Programs mentioned by two or more pupils are included in Table 21.

We The People	3	11	1	3
Theater Guild on the Air	3	3	1	1
The Telephone Hour	2	2	1	2
The Greatest Story ever Told	2	4	1	2
Arthur Fiedler at 4:30	1	6	less than 1	3
We Human Beings	1	3	less than 1	1

The list of special programs in Table 21 is so im-

PROGRAMS SUGGESTED BY PARENTS OR TEACHERS: (1)

Program	Number of boys	Number of girls	Per cent boys	Per cent girls
America's Town Meeting of the Air	37	61	16	26
Special News Broadcasts	23	35	10	15
Cavalcade of America	9	13	4	5
CBS is There	9	3	4	1
Lux Radio Theater	7	9	3	4
University of Chicago Round Table	7	8	3	3
Information, Please!	4	6	2	3
Voice of Firestone	4	5	2	2
Catholic Hour	3	7	1	3
We The People	3	11	1	5
Theater Guild on the Air	3	3	1	1
The Telephone Hour	2	5	1	2
The Greatest Story ever Told	2	4	1	2
Arthur Fiedler at 4:30	1	6	less than 1	3
We Human Beings	1	3	less than 1	1

The list of specific programs in Table 21 is so impressive that it leads one to make two inferences: (1) that the students anticipated the replies desired; (2) that the students really have listened to the programs. Assuming the latter to be true, it is encouraging to note that 47 per cent of the boys and 68 per cent of the girls have listened to educational and cultural broadcasts.

The data assembled in this chapter reveal that high-school boys and girls are devoting a large proportion of their out-of-school hours to the radio, and that for the most part they select programs for entertainment value only. The apparent disregard of pupils to much that radio has to offer is a challenge to parents and teachers, particularly teachers, who are eager to guide young people to the many and varied opportunities in this popular agency of communication.

1. Girls listen regularly more than boys.
2. Girls are more likely to listen with the family and friends than boys.
3. Approximately fifty per cent of the boys and girls listen alone at times.
4. Most pupils do a great deal of marginal listening, but approximately fifty per cent of the boys and girls do some active listening.

CHAPTER V

SUMMARY AND FINDINGS

In order to guide and improve pupils' radio tastes, teachers must know the amount of listening their pupils do, the programs they prefer, and their reasons for listening. This survey, then, has developed a series of answers which could be utilized in planning curricular activities.

The Findings from the Survey of Out-of-School Radio Listening

1. One hundred per cent of the girls and 99.6 per cent of the boys have access to radios in their homes.
2. Radio attracts a large audience of high school listeners.
3. Girls listen regularly more than boys.
4. Girls are more likely to listen with the family and friends than boys.
5. Approximately fifty per cent of the boys and girls listen alone at times.
6. Most pupils do a great deal of marginal listening, but approximately fifty per cent of the boys and girls do some active listening.

7. In general, boys and girls confine their listening to Boston stations with network affiliations. There is one important exception to this generalization: a high percentage of boys and girls listen to one local station for on-the-spot sports broadcasts and recorded music.
8. The peak of listening for both boys and girls is in the evening. Although the before-school period is the least popular, it is a favorite period for more than one-half of the girls.
9. Girls listen to the radio on a daily average of two hours fifty-four minutes during the school week; boys, two hours six minutes.
10. There is a positive and significant relationship between the amount of time girls spend in listening and the amount of time boys spend in listening ($r = +0.76$).
11. Approximately 75 per cent of the boys and girls prefer the radio as a source of news.

12. Both boys and girls show a strong preference for variety and comedy, drama, and popular music. Girls indicate a preference for popular music; boys, for variety and comedy. Discussions and talks are the least popular.
13. The ten programs listed by pupils as their favorites appear in order of popularity: Sports, 920 Club, Lux Radio Theater, Boston Ballroom, Arthur Godfrey's Talent Scouts, Truth or Consequences, Music on WHDH, Your Hit Parade, The Chesterfield Supper Club, and Jack Benny.
14. The favorite programs of approximately fifty per cent of the boys are broadcasts of sports events.
15. The number of pupils preferring a specific program is small, but the same type of program attracts many listeners.
16. In naming favorite programs and in checking a radio schedule, both boys and girls tend to select the same types of programs.
17. Girls and boys give similar reasons for preferring specific programs.

18. Both boys and girls evince a willingness to accept program suggestions from parents or teachers, but the percentage of girls is higher.

19. All the programs that pupils have listened to as a result of suggestions made by parents or teachers, parents or teachers have educational or cultural values. Radio plays an important role in the leisure-time activities of young people. Surely this important agency of mass communication provides many situations not only for entertainment but for increasing knowledge, cultivating appreciations and attitudes, and developing the skills of thinking. A large share of the responsibility for the more effective use of radio in developing each pupil's ability to communicate effectively lies in the hands of the teachers.

The chief technical problem in evaluating the reasons for selecting favorite programs lay in the general answers

CHAPTER VI
LIMITATIONS OF THE STUDY

This survey provides pertinent information concerning high-school pupils' listening habits, program preferences, and responsiveness to programs suggested by parents or teachers, but the data reveal certain inadequate techniques and controls which limit the applications of the findings.

Examination of the listening habits indicates the need for a more refined analysis, particularly in regard to the home and social relationships, the attachment of listeners to few or many programs, and the programs to which the listeners give their undivided attention.

The establishment of program preferences furnishes a partial answer to the program investigation. Pupils indicated only one favorite program, and all pupils, irrespective of the amount of time they devote to listening, checked answers in the twenty groups of simultaneous programs. Thus favorite programs and definite program-type preferences are evident, but the division of listening time is not apparent.

The chief technical problem in evaluating the reasons for selecting favorite programs lay in the general answers

given. No distinction was made between content and the meaning of the content to the listeners, and no answers pertaining to acting or production were given. The pupils' verbal habits, their laziness in replying, or failure to use their critical faculties might explain so many stereotyped answers.

Suggestions for Further Research

This study of the out-of-school radio-listening interests of senior high school pupils and the research reading have prompted the following suggestions for further research in the field of radio education:

1. A study of a series of programs to determine the appeals to young people.
2. Practical methods of developing listening skills by the use of radio.
3. A comparison of the vocabulary used in specific programs with the vocabulary level of high-school pupils.
4. An investigation of the effectiveness of radio programs in developing critical thinking.
5. An analysis of the influence of radio on the slow-learner.

6. A comparison of pupils' radio interests with their reading interests.

7. The effects of radio listening upon the intellectual, emotional, and social development of the listener.

The teacher's concern is to direct pupils in such a way that they become valuable citizens in a democracy. It is important, therefore, that further research projects extend the investigations of radio in education so that the teachers may utilize more effectively this medium of communication.

Armstrong, May E., "Children and Radio," Elementary English, XLIV (January, 1947), 1-8.

Armstrong, W. D., "Discriminate Listening Basis," Journal of the Association for Education by Radio, V (February, 1946), p. 67.

Baker, E. A., "Radio Listening and Socio-Economic Status," The Psychological Record, I (1937), 99-104.

Brink, William B., Directing Study Activities in Secondary Schools. Garden City, New York: Doubleday, Doran and Company, Inc., 1937. 736 pp.

Bryson, Lyman, "Listeners' Discrimination Urged as a Spur to Improvements in Programs," CBC Listeners' Guide, XXI (April, 1946), p. 3.

Charters, W. E., Education on the Air. Seventh Yearbook of the Institute of Education by Radio. Columbus, Ohio: Ohio State University, 1936.

Clark, Herbert A., an unpublished address made at the First Workshop on Radio in Education, Boston University, July 19, 1947.

BIBLIOGRAPHY

- Adams, Harlen M., "Learning to be Discriminating Listeners," The English Journal, XXXVI (January, 1947), 11-15.
- Adams, Harlen M., "Learning to Listen, an English and Social Studies Plan," The Clearing House, XX (March, 1946), 401-403.
- Adams, Harlen M., "Listening," The Quarterly Journal of Speech, XXIV (April, 1938), 209-11.
- Allport, Gordon W. and Hadley Cantril, "Studies in the Psychology of Radio," Education on the Air, Fourth Yearbook of the Institute for Education by Radio. Columbus, Ohio: Ohio State University, 1933. Pp. 317-20.
- Arbuthnot, May H., "Children and Radio," Elementary English, XXIV (January, 1947), 1-8.
- Armentrout, W. D., "Discriminate Listening Basic," Journal of the Association for Education by Radio, V (February, 1946), p. 87.
- Baker, K. H., "Radio Listening and Socio-Economic Status," The Psychological Record, I (1937), 99-144.
- Brink, William G., Directing Study Activities in Secondary Schools. Garden City, New York: Doubleday, Doran and Company, Inc., 1937. 738 pp.
- Bryson, Lyman, "Listeners' Discrimination Urged as a Spur to Improvements in Programs," CBS Listeners' Guide, LXI (April, 1946), p. 8.
- Charters, W. W., Education on the Air. Seventh Yearbook of the Institute of Education by Radio. Columbus, Ohio: Ohio State University, 1936.
- Clark, Herbert A., an unpublished address made at the First Workshop on Radio in Education, Boston University, July 10, 1947.

- Clark, Weston R., "Radio Listening Habits of Children," Journal of Social Psychology, XII (March, 1940), 131-49.
- Cook, Dean C., and C. L. Nemzek, "Effectiveness of Teaching by Radio," Journal of Educational Research, XXX (October, 1939), 105-109.
- Crosby, John, "Radio and Who Makes It," Atlantic Monthly, CLXXXI, (January, 1948), 23-29.
- Dale, Edgar, Audio-Visual Methods in Teaching. New York: The Dryden Press, 1947. 546 pp.
- DeBoer, John J., "Pied Piper or Educator," Childhood Education, XVI (October, 1939), 74-79.
- DeBoer, John J., "Radio and Children's Emotions," School and Society, L (September 16, 1939), 369-73.
- DeBoer, John J., "Standards for Appraising the Language Arts Program of the Secondary School," Bulletin of the National Association of Secondary School Principals (February, 1946), 44-45.
- DeBoer, John J., "The Psychology of Children's Radio Listening," Radio and English Teaching, Max Herzberg, editor; New York: D. Appleton-Century Company, 1941. Pp. 36-44.
- Dias, Earl J., "Three Levels of Listening," The English Journal, XXXVI (May, 1947), 252-54.
- Education on the Air, Yearbooks of the Institute for Education by Radio. Columbus, Ohio: Ohio State University, 1930-1947..
- Eisenberg, Azriel L., Children and Radio Programs. New York: Columbia University Press, 1936. 212 pp.
- Ewing, W. H., "Finding a Speaking-Listening Index," The Quarterly Journal of Speech, XXXI (October, 1945), 368-70.
- Finch, Mildred M., "Just Listen! Neglected 4th Phase of Communication," The Clearing House, XX (May, 1946), 534-36.

- Fly, James L., "Freedom to Hear: Radio," Survey Graphic, XXXV (December, 1946), 474-76; 514-15.
- Frederick, Robert W., Clarence E. Ragsdale, Rachel Salisbury, Directing Learning. New York: D. Appleton-Century Company, 1938. 527 pp.
- Freilicher, Elizabeth, "Radio in the Curriculum," High Points, XXVIII (October, 1946), 40-44.
- Gordon, Dorothy, All Children Listen, New York: George Stewart, Publisher, Inc., 1942. 128 pp.
- Gordon, Dorothy, "Radio for Children: Ours, Our Allies, Our Enemies," The Elementary English Review, XXI (April, 1944), 130-37.
- Goudy, Elizabeth, "Radio is Dynamite," The Clearing House, XVII (October, 1942), 71-75.
- Gruenberg, Sidonie M., "Children's Programs," Education on the Air, Thirteenth Yearbook of the Institute for Education by Radio. Columbus, Ohio: Ohio State University, 1942. 131-40.
- Harrison, Margaret, Radio in the Classroom. New York: Prentice-Hall, Inc., 1938. 260 pp.
- Hatfield, W. Wilbur, "Parallels in Teaching Students to Listen and to Read," The English Journal, XXXV (December, 1946), 553-58.
- Herzberg, Max, "Aspects of the Radio," Education, X (June, 1940), 609-12.
- Herzberg, Max J., editor, Radio and English Teaching. New York: D. Appleton-Century Company, 1941. 246 pp.
- Herzog, Herta, "Radio -- The First Post-War Year," The Public Opinion Quarterly, X (Fall, 1946), 297-313.
- Herzog, Herta, Survey of Research on Children's Radio Listening. New York: Office of Radio Research, Columbia University. 84 pp.

Hettinger, Herman S., "What Do We Know About the Listening Audience," Radio in Education, Levering Tyson, editor. Chicago, Illinois: The University of Chicago Press, 1933. 44-62.

Hewes, R. K., "A Study of One Thousand High School Listeners," Education on the Air, Fourth Yearbook of the Institute for Education by Radio. Columbus, Ohio: Ohio State University, 1933. 326-29.

Hill, Frank E., Listen and Learn. New York: American Association for Adult Education, 1937. 248 pp.

Hill, Frank E., and W. E. Williams, Radio's Listening Groups, New York: Columbus University Press, 1941. 270 pp.

"Is Out-of-School Listening Important?" How to Use Radio in Classrooms. Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1939. 12 pp.

Josette, Frank, "Radio and Our Children," Child Study, XIX (Winter, 1941-1942), 54-56.

Kercher, Leonard C., "Social Problems on the Air: An Audience Study," The Public Opinion Quarterly, XI (Fall, 1947), 402-11.

Koon, Cline M., Art of Teaching by Radio. Washington, D. C.: Office of Education, 1933. 92 pp.

Lazarsfeld, Paul, Radio and the Printed Page. New York: Duell, Sloan and Pearce, Inc., 1940. 354 pp.

Lazarsfeld, Paul F. and Harry Field, The People Look at Radio. Chapel Hill, North Carolina: The University of North Carolina, 1946. 158 pp.

Levenson, William B., Teaching Through Radio. New York: Farrar and Rinehart, Inc., 1945. 474 pp.

Lohmeyer, D., and R. H. Ojemann, "The Effectiveness of Selected Methods of Radio Education at the School Level," Journal of Experimental Education, IX (1940), 115-20.

Morgan, Clarence M., and E. Straker, "Out-of-School Radio Listening Habits of Vigo County (Indiana) School Children," Teachers College Journal, X (May, 1939), 112-15.

Mueller, Edwin, "Radio and English Teaching," The New Republic (February 19, 1940), 29.

Nichols, Ralph G., "Listening: Questions and Problems," The Quarterly Journal of Speech, XXXIII (February, 1947), 83-86.

Ollbry, Francis, and Elias Smith, "An Index of 'Radio-Mindedness' and Some Applications," Journal of Applied Psychology, XXIII (February, 1939), 8-18.

Orndorff, Bernice, "Radio Humor: A Unit for Grades 7 - 12," The English Journal, XXVIII (September, 1939), 526-34.

Rachford, Helen F., "Developing Discrimination in Radio Listening," The English Journal, XXXIII (June, 1944), 315-17.

"Radio for Children - Parents Listen In," Child Study, X (April, 1933), 193-98.

Rankin, Paul T., "Listening Ability," The Chicago Schools Journal, XII (January, 1930), 177-79.

Reid, Seerley, Radio and the Teaching of English. Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1941. 56 pp.

Robbins, Irving, What Teachers Think of Radio. Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1942. 13 pp.

Rowland, Howard, Adolescent Personality and Radio. Columbus, Ohio: Evaluation of School Broadcasts, Ohio State University, 1943. 18 pp.

Rowland, Howard, I. Keith Tyler, and Norman Woelfel, Criteria for Children's Radio Programs. Washington, D. C.: Federal Radio Education Committee, 1942. 24 pp.

Rugg, Earle U., "Non-school Education outside the Home," Review of Educational Research, XVI (February, 1946), 5-29.

Sarnoff, David, Radio and Education, an address at the 75th Annual Convocation of the University of the State of New York, Albany, New York, October 13, 1939. 27 pp.

Schmidt, Mildred, "Communication, A Course on Radio, Press, Movies, Books," The Clearing House, XXI (December, 1946), 236-37.

Schultz, Gladys D., "Comic - Radio - Movies," Better Homes and Gardens, XXIV (November, 1945), 22-23; 73-75; 108.

Sterner, Alice P., Katherine M. Saunders, Milton A. Kaplan, Skill in Listening, NCTE Pamphlets of Communication. Chicago, Illinois: National Council of the Teachers of English, 1944. 48 pp.

Strang, Ruth, Group Activities in College and Secondary School. New York: Harper and Brothers, 1946. 361 pp.

Studebaker, John W., Criteria for Children's Radio Programs. Washington, D. C.: Federal Security Agency, United States Office of Education, 1942. 24 pp.

Summers, H.B., "Values of Radio Listening," Education, LXV (December, 1944), 202-3.

The World Almanac and Book of Facts for 1948, edited by E. Eastman Irvine. New York: New York World Telegram, 1948.

Tyler, I. Keith, "Developing Discrimination with Regard to Radio," The English Journal, XXVI (February, 1937), 120-26.

Tyler, I. Keith, "The Listening Habits of Oakland (California) Pupils," The English Journal, XXV (March, 1936), 206-15.

Tyler, Tracy F., "Listening -- The Neglected Phase of Communication," Journal of the Association for Education by Radio, VI (January, 1947), 71.

Tyler, Tracy F., "English and Radio Today," The English Journal, XXXV (May, 1946), 272.

Tyler, Tracy F., "Use Your Radio," The Phi Delta Kappan, XXIX (September, 1947), 7.

Waller, Judith C., Radio -- The Fifth Estate. Boston: Houghton Mifflin Company, 1946. 483 pp.

Wiksell, W. A., "Problem of Listening," The Quarterly Journal of Speech, XXXII (December, 1946), 505-8.

Woelfel, Norman, and I. Keith Tyler, editors, Radio and the School. Yonkers-on-Hudson, New York: World Book Company, 1945. 385 pp.

1. How many radios are there in your home?
None 1 2 3 4 5
2. Do you have a radio of your own? Yes No
3. How often do you listen to the radio?
Regularly Frequently Occasionally Not at all
4. With whom do you listen? Family Friends Alone
5. In what other activities are you engaged while listening to the radio? Please add any activities not listed here:

Cleaning room
Cooking
Crocheting
Dancing
Doing dishes
Doing homework
Dressing
Eating
Getting ready for bed

Ironing
Knitting
Manicuring nails
Playing cards
Reading
Sewing
Shampooing hair
Washing clothes

Questionnaire

YOUR LISTENING INTERESTS

Please print all in the answers.

Name _____ Grade _____
Last First Middle
Sex _____
M. or F.

Please indicate answers by underlining the appropriate answers. Watch carefully for questions requiring more than one answer.

1. How many radios are there in your home?
None 1 2 3 4 5
2. Do you have a radio of your own? Yes No
3. How often do you listen to the radio?
Regularly Frequently Occasionally Not at all
4. With whom do you listen? Family Friends Alone
5. In what other activities are you engaged while listening to the radio? Please add any activities not listed here:

Cleaning room

Cooking

Crocheting

Dancing

Doing dishes

Doing homework

Dressing

Eating

Getting ready for bed

Ironing

Knitting

Manicuring nails

Playing cards

Reading

Sewing

Shampooing hair

Washing clothes

6. To what radio stations do you listen? Please add stations not listed.

WBMS WBZ WCOP WEEI WHDH WMEX WNAC WORL _____

7. When do you listen to the radio?
 Before school Before supper After supper

Please fill in the answers.

8. About how many hours during the day do you listen?

<u>Day</u>	<u>Hours</u>	<u>Minutes</u>
Monday	_____	_____
Tuesday	_____	_____
Wednesday	_____	_____
Thursday	_____	_____
Friday	_____	_____

9. In general, how do you prefer to get the news?
 From the radio From the newspaper

10. What are your three favorite radio programs? List them in order of preference and underline how often you listen.

_____	Regularly	Frequently	Occasionally
_____	Regularly	Frequently	Occasionally
_____	Regularly	Frequently	Occasionally

11. Why do you like the program you have placed first?

12. What features of this program do you like least?

13. Have you listened to any programs after parents or teachers suggested them? Yes No

14. If your answer is Yes, please list the programs.

15. In the following radio timetable, to which programs would you listen? Please check one choice in each group.

- | | |
|---|---|
| <p>1. ☐ Tommy Dorsey
 ☐ Beulah
 ☐ Fulton Lewis
 ☐ Supper Club
 ☐ Challenge of the Yukon
 ☐ Science Talk</p> | <p>7. ☐ Tommy Dorsey
 ☐ Club 15
 ☐ Newscope
 ☐ The Smiths
 ☐ Henry Morgan
 ☐ Easy Rhythm</p> |
| <p>2. ☐ Tommy Dorsey
 ☐ Club 15
 ☐ Your Land and Mine
 ☐ Yankee Yarns
 ☐ The Lone Ranger
 ☐ Joseph Tall Hour</p> | <p>8. ☐ Music in the Air
 ☐ Baby Snooks
 ☐ Highways of Melody
 ☐ Burl Ives
 ☐ The Fat Man
 ☐ Holy Cross Catholic Hour</p> |
| <p>3. ☐ Point Sublime
 ☐ Cavalcade of America
 ☐ The Falcon
 ☐ Inner Sanctum
 ☐ Music in the Air
 ☐ Spell Well</p> | <p>9. ☐ Music in the Air
 ☐ Melody Hour
 ☐ Boston Blackie
 ☐ Dennis Day
 ☐ Lionel Barrymore
 ☐ Lenten Service</p> |
| <p>4. ☐ Music in the Air
 ☐ Big Town
 ☐ Mysterious Traveler
 ☐ Milton Berle Show
 ☐ We Human Beings
 ☐ Easy Rhythm</p> | <p>10. ☐ Red Cross Drive Opening
 ☐ Voice of Firestone
 ☐ Charlie Chan
 ☐ Arthur Godfrey
 ☐ There is an Answer
 ☐ Music in the Air</p> |
| <p>5. ☐ Music in the Air
 ☐ F. B. I. Drama
 ☐ Jan August
 ☐ The Aldrich Family
 ☐ Candid Microphone
 ☐ Dance Parade</p> | <p>11. ☐ Music in the Air
 ☐ Mr. and Mrs. North
 ☐ Official Detective
 ☐ A Date with Judy
 ☐ Town Meeting of the Air
 ☐ Basketball Game</p> |
| <p>6. ☐ Jack Smith Show
 ☐ Tello-Test
 ☐ News of the World
 ☐ News
 ☐ Tommy Dorsey
 ☐ Box 13</p> | <p>12. ☐ On Stage, America
 ☐ Telephone Hour
 ☐ Gabriel Heatter
 ☐ Radio Theater
 ☐ Music in the Air
 ☐ New England Forum</p> |

13. ☐ Hockey Game
☐ Mark Warnow
☐ Gabriel Heatter
☐ Duffy's Tavern
☐ Abbott and Costello
☐ Music's the Thing

14. ☐ Hall of Notes
☐ Ozzie and Harriet
☐ Information Please
☐ Waltz Time
☐ The Sheriff
☐ Classical Album

15. ☐ Dance Parade
☐ Reader's Digest
☐ Family Theater
☐ Bob Hawk
☐ Lee Sweetland
☐ Wrestling Match

16. ☐ Music in the Air
☐ Dr. Christian
☐ High Adventure
☐ Great Gildersleeve
☐ Vox Pop
☐ Lenten Service

17. ☐ Concert Pitch
☐ Morgan-Ameche
☐ Gabriel Heatter
☐ People are Funny
☐ Break the Bank
☐ Classical Album

18. ☐ High School Hour
☐ Christopher Wells
☐ Zane Grey Show
☐ Fibber McGee and Molly
☐ Boston Symphony
☐ Basketball Game

19. ☐ Dance Parade
☐ Studio One
☐ To Secure Rights
☐ Bob Hope
☐ News
☐ Boston Symphony

20. ☐ Dance Parade
☐ Call for Music
☐ Meet the Press
☐ Mystery Theater
☐ Boxing Bout
☐ Hockey Game

BOSTON UNIVERSITY



1 1719 02549 2606

ACCOPRESS BINDER

BF 250-P7-EMB

Made By

ACCO PRODUCTS, INC.

Ogdensburg, N. Y., U.S.A.

